

CHILD STUDY

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CONTENTS

Editorial - - - - - 134
Robert G. Foster

The Father's Rôle in Child Nurture - - - - - 135
Lawrence K. Frank

School: A Woman's World - - - - - 137
James L. Hymes, Jr.

Growing Up With Father - - - - - 139
Estelle Barnes Clapp

"Release Therapy" in Young Children - - - - - 141
David M. Levy, M.D.

Parents' Questions - - - - - 144

Suggestions for Study - - - - - 146

Science Contributes—What Every Mother Should Know
About Vitamins - - - - - 147
Martin G. Vorhaus, M.D.

Book Reviews - - - - - 149

Radio Programs for Children - - - - - 151

News and Notes - - - - - 152

In the Magazines - - - - - 153

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HEADLINES

The rôle of the father has changed within the past few generations from a definite "head of the family" to a somewhat ambiguous and sometimes untenable status. What has this change meant in family life? How has it affected relationships within the family, and the individual members of the family—the children, the mother, and the father himself? This issue of CHILD STUDY represents an attempt to count the losses and perhaps to retrieve some of them.



The editorial is contributed by Robert G. Foster, Director of the Merrill-Palmer Advisory Service. Psychological and emotional aspects of the father's rôle in the family are discussed by Lawrence K. Frank, writer and lecturer on parent education, who is active in the Society for Research in Child Development. James L. Hymes, Jr., Assistant Secretary of the Progressive Education Association, writes on the question of masculine influence in the school. Estelle Barnes Clapp, a former teacher in New Jersey, and now working in parent education, discusses the father in relation to young children. Dr. David M. Levy, psychiatrist, is an instructor at the New York Psychiatric Institute. Dr. Martin G. Vorhaus, who is Associate Attending Physician at the Hospital for Joint Diseases in New York City, has worked extensively in vitamin research.



The perennial problem of planning for the family's Summer, and some solutions of it, will be the subject of the April issue of CHILD STUDY.



THE FATHER IN THE FAMILY

THE AGE-OLD IDEAL of fatherhood today differs only slightly from that of the pattern a century ago. Modern fathers still want to earn enough to give their children a better opportunity to meet life than they themselves had, and to that end they devote their main efforts. Success for a father always has meant and still means a good comfortable home, education and vocational opportunities for his children, participation in the affairs of the community, and saving enough to maintain himself and his wife in their old age.

MANY THINGS have happened, however, which have changed the nature of the father's responsibility to his family and his relationship to his children. The modern father finds himself confronted not only with the job of earning a living, providing good home standards, and furnishing his children with a good education, but also with the necessity of making the psychological adjustment from the traditional patriarchal pattern to a more democratic and equalitarian basis of family living. Along with this adjustment has come a certain loss of prestige, and in few instances have fathers been able to substitute functions that help to restore this. The complexities of our modern society place the father in a much more remote relationship to his children. There was a time when the boys of the family were virtually apprentices working with their father in his trade or craft. Daughters engaged in home tasks, working with their sisters and mothers, until they married. The relationships between members of the family were naturally facilitated by the common work and activities of everyday living. Fathers and sons were in constant contact from earliest infancy to adulthood.

IN MODERN city life fathers are often hardly more than visitors in the home. The result is that children are growing up with little or no masculine influence in their lives; and many fathers are anxious to find some way by which they can again achieve a closer relationship with their children. Involved as they are in the swiftly changing social and economic conditions which complicate modern family living, and the shifting rôles of men and women in our culture, fathers are finding it difficult to know where to turn for help and guidance. Here is a field of much needed endeavor which should challenge the attention and best efforts of parent education.

Robert S. Laster.

The Father's Rôle in Child Nurture

By LAWRENCE K. FRANK

WITH the growing recognition of the mother's predominant rôle in early child rearing, we are now beginning to examine more fully the pervasive influence of the father in the family setting.

One of the most disheartening experiences of the young mother today is the frequent paternal indifference, if not overt opposition, to her efforts to give her children the benefit of new insights and understandings in the care of children. If she tries to provide warm, affectionate, and reassuring discipline to meet the child's need for order in his life without arousing those persistent antagonisms and distortions which rigorous discipline without affection so often creates, she is all too frequently blocked by the father's lack of understanding of the underlying and longer-term purpose of such child rearing. There are many different explanations for this paternal attitude, one of which undoubtedly is the tradition of a stern, rigorous, and wholly rational masculinity which must not exhibit tenderness and cherishing behavior or acknowledge feelings as important. As has been frequently remarked, the mother of the family must not only undertake to rear her children but she must also conduct a continuous program of adult re-education for her husband, especially in communicating to him some of the new insights and understandings about personality development in children and a realization of how destructive are the traditional practices of the "heavy-handed father."

As we come to understand that the basic emotional relationship between parents and children is more important than any specific practice or method of child rearing, our interest begins to focus more directly upon the question of what children need from fathers as they grow up and, conversely, what fathers want from their children in the way of relationships that will more adequately satisfy their needs. There are a number of clues to the father's significance at different periods in the child's life; but, unfortunately, there are no really adequate formulations of the changing relationship between fathers and children from infancy on through adult life. Nor has much attention been given to the difficult transitions which fathers must achieve as they and their children grow older.

We are aware of how important the father is for the infant and very young child as he directly affects the mother and either reinforces her maternal rôle or undermines it, especially in the way he reacts toward nursing, comforting, patient toilet training, and so forth. Here we might remember that while children are jealous of the parent of the opposite sex, often the parent, particularly the father, is envious, if not actually jealous, of the mothering given to his children which he so often craves without daring to ask for or accept it. Perhaps we should also recognize that there is often a paternal rejection of a child that is as deep-seated and as devastating as the maternal rejection of which we have become increasingly aware. It is interesting to note that while we have the traditional picture of the exuberant new father who boisterously celebrates the arrival of his child as a sort of symbol of his potency, we have not so clearly pictured the father who is resentful of his often reluctant paternity or deeply disappointed by the sex or personality of the child he has wished for.

When does the father's direct relationship to the child become more important and how may he recognize that change and begin to meet it more adequately? For many fathers their first important relationship to the child is that of disciplinarian who administers punishment, often at the request of the sorely tried mother who invokes his authority and strong arm. The patriarchal tradition has always sanctioned this rôle, but fathers are slow, if not reluctant, to realize how destructive this stern parental discipline and rigorous punishment may be to the child's adult life. It is destructive because it so often creates a persistent resentment against all authority and arouses those strong feelings of aggression and desire for retaliation which undermine the child's socialization.

One of the most important tasks for fathers today is to gain some clear recognition of their responsibility for socializing the child, by helping him to meet the basic cultural patterns of inhibition and of performance, and to accept authority without conflict and resentment. The father is the chief intermediary between the home and the outside world and as such does represent society and culture to his child who

will therefore react to society largely as he does to his father. This responsibility can neither be evaded by a "hands off" policy of indulgence and *laissez-faire*, nor discharged by an alternating rigorousness and relaxation as a "pal"; the child must look to the father for his basic orientation to social life and authority. While the mother is largely responsible for the child's patterns of intimacy, the father is primarily responsible for the child's ideals of social conduct and his major aspirations and ambitions toward the social world. A clearer realization of this would undoubtedly make fathers more concerned with the way they represent society to their children and the careers they urge upon them.

TODAY even the most sane and cooperative father is perplexed and often bewildered by his parental responsibilities. Not only are the ideas of child rearing changing, but the far-reaching shifts in our social life and in our basic culture are creating new anxieties for men as husbands and as fathers. What can a father say to or do for his child today with any degree of confidence in the wisdom of his actions? What kinds of ideals and aspirations should he represent to his children as having permanent value for their lives, when on every side he sees increasing social disorder and confusion, the frustration of human values and needs, and the futility of so many of our long-cherished ambitions and socially approved goals? Caught in these larger perplexities and beset by their own uncertainty and often acute personal anxieties, fathers are in a most difficult situation because, whether they like it or not, their children will look to them for guidance and will either adopt their values and ideals or reject them with equal vehemence.

In the clamor of many voices bidding us adopt their conflicting pronouncements of what we should do as individuals and as citizens, probably the greatest need of the father today is for some clarification of his male (biological) and masculine (cultural) rôles apart from the traditional patterns of work, achievement, and patriarchal authority. One cannot help but speculate upon the far-reaching changes that would occur if we could develop some guiding cultural patterns of male and masculine rôles, in terms of the human relationships in the home and family and in social life generally. Fathers undoubtedly could meet their paternal responsibilities more effectively throughout the life of their growing children if they could live and function more adequately as males, because they could then provide those emotional relationships

that the boy or girl needs for working out his or her own personality development.

As we look at the widespread human frustration and defeat today and see the prevalent distortion and unhappiness of men and women and children, it is not unwarranted to say that our basic problem is the task of freeing ourselves from many long-sanctioned ideas, beliefs, rôles, and patterns of conduct in marriage, parenthood, and family life, so that we can create new patterns and new rôles and relationships which would recognize human needs and functions and fulfill the aspirations and values that are so largely ignored or denied today.

With our growing concern for the fate of democracy, perhaps we should turn our interest from social and political questions of representative government and the overt patterns of freedom of action and speech, to the basic question of what kind of personalities are needed for a democratic society. Can we, through the home and family, begin to rear saner, more cooperative, fully functioning men and women who—because they are sane and emotionally mature—can find in love and affection a satisfying realization of their needs, and so need not perpetuate our social disorder and conflicts? We must recognize that the greatest threat to liberty and to democracy is not from outside but from the unhappy, distorted, frustrated personalities who can find no satisfying way of life or release from their anxieties and frustrations. It is these personalities who are ready to renounce freedom and liberty and abandon democracy; because they have never learned to accept themselves or to manage their feelings, they cannot accept or tolerate others but must always seek to obstruct, dominate, or destroy others. Likewise because they have a lifelong resentment of authority they cannot accept the necessary regulation of social life, with its obligations and restrictions and its requirement of accommodation to others. Democracy, like charity, begins at home, where the fundamental patterns of human relationships are developed that will govern the child's subsequent adult conduct and social adjustment. The father in the family carries the major responsibility for these developments and by his attitudes and actions he is deciding the fate of our democracy.

In the face of our growing feeling of helplessness toward social trends and crises, can we not say that the family is both the matrix of personality and the arbiter of democracy? Such an assertion might then give us a realization that individually and as families we can do something constructive and effective in the present situation. This might be of especial signifi-

cance for fathers who are so often perplexed about their paternal responsibilities and yet eager to do something for their children and the social ideals they cherish. Thus both the mother and the father would

be helped by a conviction that they can participate in rebuilding our society and reorganizing our culture by fostering the personalities in and by whom those changes alone can occur.

School: A Woman's World

By JAMES L. HYMES, Jr.

ANYONE thinking back to his own school days, or remembering faces and names of persons he knows today to be school teachers would realize that there are more women teaching than men. Even those of us who are quite thoroughly accustomed to being introduced to "Miss So-and-So" or occasionally "Mrs. So-and-So," a school teacher, are somewhat surprised to discover the actual statistics on the proportion of men and women in the educational profession. In the elementary schools, 88 per cent of the teaching staff are women. In the secondary schools, this percentage drops to 60 per cent, but this still represents a surprising proportion of women.

What does this mean for children? Is this percentage (81 per cent if we lump together the total number of women in both elementary and secondary schools) just an academic fact which we can take or leave alone? Or do children lose something or gain something by being thrown so constantly with women? What does it mean for Johnny? Does it help or hinder Mary's development? What is involved in this feminine hegemony?

To find one indication of the answer to these questions, we must look first at the world outside the schoolroom. What is home-living like today? It was not many years ago that children had considerable opportunity to share, with both their mother and their father, in many home responsibilities. There was more work involved in living at home: wood to be chopped, water to be hauled, dishes to be washed, in many cases food to be grown, cows to be milked, butter to be churned. There were, in fact, more jobs to be done than hands to do them. Mary might be working away with Father, while Johnny helped Mother with her chores. The very work to be done brought the children closer to both parents.

Another factor to be considered is that, within a short span of time, the location of the home has changed. Not only have the electric toaster, the milkman in his motorized wagon, and the refrigera-

tion car with its melons from Texas cut down the actual amount of work, but these same forces of cheap power and easy transportation have created thickly populated urban centers where once isolated rural communities stood. Not very long ago, father ate breakfast with the whole family; he came home for lunch and was back at home shortly after the work-day, with ample time for chores or fun with the children before their bed-time. In many other cases, the job was where the home stood. More work was agricultural, more businesses were physical adjuncts to the home. Whatever other evils were involved, it allowed Johnny and Mary to take turns with their Father (and with their Mother) in the field and in the store. There were fewer of these mysterious "offices" to which Dad departs now on the 7:59, and from which he returns—fatigued and tense—an hour or two after the work day.

In still another area, new kinds of power and new industrial techniques have produced changes in recreation that have a bearing on this question. Rides, picnics, church socials, "company," and just evenings at home were leisure-time affairs of the whole family in the not-too-distant past. The night at the movies after the children are in bed, the occasional theatre or night club spree, or the hours of passive sitting by the radio are still new forms of recreation for most of us. Their effect is twofold: first, to separate more and more the activities of the children from those of both parents; and second, to put those few enterprises which are still shared on a relatively inactive level.

What have mechanization, industrialization, and urbanization done? They have taken fathers out of the home, transformed them into commuting office and factory workers. Biological parents they still remain, but it is the mother who sees the children most, who works with them, who sometimes plays with them, who disciplines them. It is the mother with whom children—boys and girls—are having their most continuous, vital and effective relationship.

Mother at home—woman teacher at school—this

is today's picture. Yesterday's picture was more likely to be: mother and father at home and school-master and schoolmarm in the school. Again we ask: What does this mean for children?

Educators no longer see "book-learning" as the only legitimate goal of education. Much more important in their eyes, and in the eyes of an increasing number of parents, is the total development of the child. In this process of development they see that probably *the* most important factor which the school contributes is the relationship between child and teacher. In this relationship lies one key to the development of outlook, of attitude, of the child's whole conception of himself; and this in turn is basic to his behavior.

Home relations serve a similar function, but as working contacts between children and adults at home diminish, the importance of the teacher's rôle is increased. Whether they know it or not, children are deeply influenced by the adults around them. They imitate, to be sure. All of us see instances of that every day. But more than that: they identify. They put themselves literally in the adults' shoes. Sometimes consciously, sometimes unconsciously, they use the adult as an "other self" to work out their own rôle in life. The girl uses the woman, the boy the man, in these experimental attempts to find ways of thinking, ways of feeling, ways of acting that can be adopted and accepted as their own.

WHERE then does the boy of today find, in the school, the man with whom he can feel this identification? Where in school does he find the man whose "self" he can take on as his own, to use experimentally to find his own position in this world as a boy, and as a man? Even where the influence of the man principal, the science teacher, the athletic instructor is real, how does a world where women are so much more numerous and perhaps, therefore, more dominant, look to the growing boy?

No less important is the relation of the man teacher to the girl. For not only do children identify themselves with adults, they also use adults as a kind of sounding board. In her growth toward maturity, the girl must see herself as a girl, accepting whatever limitations her sex puts on her, accepting and utilizing whatever strength her sex gives. In this process, the girl is perhaps helped by the predominance of women teachers, for she can easily find, in mother and teachers, persons in whom she can see herself and through whom she can work out a pattern that will be effective and satisfying to her. Unfortunately,

though, this relationship to women is not enough. An important part of the young girl's growth to maturity comes in the relationship that she works out toward the opposite sex. Where does Mary in school find the man with whom she can work out her position as a girl, and her future position as a woman? Where can she find a man who can help her, simply through a relationship, to build up her conceptions of men—their behavior, their possibilities, their attitudes?

It should be stated that this process of identification is not limited in time. It is not more important for the adolescent, nor less important for the preschool child. From the time that we first become socially conscious, probably until death, we are, all of us, taking something from our human relationships which clarifies our own understanding of ourselves, and of our place and function in the world.

Men teachers are needed in the nursery school, in the elementary school, and in the high school. This fact is emphasized again from a somewhat different angle when we realize how easily all of us transfer our emotional reactions from one situation to another, and from one person to another. In education, the predominance of feminine control in the home and in the school is a complicating factor. Emotions of resentment, rejection, frustration, which have their origin in the home are so easily carried over to the school. The effect of this may well be a block or hindrance to the kind of intellectual education the school is trying to carry on. It may also, of course, be reflected in discipline, in classroom *esprit de corps*, and in many other areas where the objectivity of the teacher could be a constructive force. It seems clear that this disproportionate number of women in education is not without its ill effects on both boys and girls, and on children of all ages. What are the hopeful signs of a better balance in the future?

Briefly, I see the following: (1) As more parents become aware of the vital importance of education, there will be greater pressure for an increase in wages for educational workers. Teaching salaries today are out of line with both the professional training and the skill needed for the work and the social service rendered. Men with family responsibilities, with hopes for future security for themselves and their dependents, do not see education as an alluring life's work. Parents, complacent about education simply because there happens to be a school building in their community, have not lent much active support to wage increases. Informed parents, critical of existing

(Continued on page 156)

Growing Up With Father

By ESTELLE BARNES CLAPP

THE step from childhood into adolescence should be a natural stride for every normal child. It is unfortunate when a father does not realize the important part he can play in helping his children take this stride. For, from the time he is born, a child must absorb the attitudes of his father if he is to become a happy, well-balanced adolescent. Fathers sometimes forget that without them the small child lives in a woman's world and absorbs women's attitudes. If these attitudes are not balanced by a man's point of view, the child will lack a rounded view of life when he reaches adolescence.

Perhaps I am more conscious than many parents of the importance of the father's rôle in helping to prepare his children for adolescence, because my own father found time to really know his child. His tenderness and understanding of my childhood problems guided me through many struggles. One experience which stands out in my mind shows how a little incident will strike a responsive note in a child. During my last year or two in grammar school I was shy of boys. One Saturday afternoon when my father and I were out walking, an older boy passed us and sang out, "Hello, Estelle!" I cast my eyes demurely to the ground and mumbled an incoherent, "Lo." After the boy had passed, my father turned to me, his eyes flashing scorn and contempt. He exploded, "For heaven's sake—SPEAK UP! Show some cordiality and enthusiasm when people greet you. Don't be a milkmaid." I can still remember this burst of indignation. When I grew to adolescence I carried my father's banner of enthusiasm with me and found that boys and girls were pretty much alike in their response. Enthusiasm is contagious.

The impressions that a father makes on those early formative years cut deeply into the mold of a child's character. The father who waits until his child becomes "an interesting individual—old enough to do things with," may wait too long and lose his chance to guide his child's first and most important attitudes toward life.

As soon as a child is born the father should begin to make his presence felt. From the time a father first holds his child in his arms and talks to him, the child senses that he is being handled and talked to in a manner different from that of the mother. At first

he doesn't know whether or not he likes it. But when he becomes accustomed to the deep voice, and feels safe in the strong arms, he begins to enjoy the novelty. As he grows older he realizes that Dad is a sort of special person who isn't home as much as Mother. He begins to look forward to the times when he is home. They become happy events in his small life. The child begins to worship his father; he imitates him, and gradually he absorbs his attitudes. That is why it is so essential that a father make his stature heroic in his small child's eyes. Hero worship is as natural as eating to a child. He should not be deprived of this any more than he should be deprived of his food.

It is this final absorption of the father's attitudes that is so important in molding the child's character. Dad is thoughtful of Mother; he notices when she is tired, and helps her with the dishes, perhaps. So the child runs errands and helps mother, too. Dad does not cry if he is hurt when roughhousing; so the child tries not to cry. Dad plays and laughs with the other children; so the child learns how much happier he is inside when he plays and laughs with the children. Dad likes to be with him. He answers questions and doesn't laugh at him; so the child gains confidence and assurance from Dad. Thus the child worships, imitates, and finally absorbs his father's attitudes, not by drill in good behavior, not by moral stories, not by admonitions, but by observing and wanting to be like him as he grows up.

But a father cannot make the right impression upon his child unless he has the mother's whole-hearted cooperation. It is the mother who daily guides and supervises the small child's life. The wise mother realizes the importance of the father's rôle in the child's life. She brings him into the picture, talks about him when he isn't around, so that the child always associates him with the family circle. She ingeniously adapts the child's schedule to the father's leisure time.

Often too little imagination is used in the planning of the young child's schedule. Regularity of hours is necessary for good health and should be adhered to as closely as possible. But the child misses too much if his schedule cannot be planned so that he sees Dad for a good period before he goes to bed. To stay up

an extra fifteen or twenty minutes to romp and cuddle with Dad brings about a closeness which nothing can supplant. This should be Dad's time, the looked-forward-to-event of the day. In this part of the day Dad should reign. During these companionable sessions Mother should be careful that there are no admonitions of: "Not too much excitement before bedtime," or, "Hurry up, the dinner will be cold." This spoils the importance of the occasion.

The average child, unless he is very high-strung, can profit by a little roughhousing before bedtime. Like any healthy puppy dog he needs to give vent to his exuberant spirits. A quiet time can always follow this romp. There is nothing more comforting than a cuddle after the covers are pulled up tight around the little person's neck. Dad can talk quietly, telling him about his train ride, or the funny little dog that ran up to him on the street. It is a real challenge for the father's imagination. Or Dad can teach him a rhythmic poem or a little prayer before he goes to sleep. What difference if dinner has to wait? The little child has felt Dad's tenderness and affection and knows that Dad loves him.

The mother strengthens this relationship between father and child by bringing all the problems and new thoughts on education with which she comes in contact to the father so that he too can have a fuller understanding of the small child's world. Usually the father does not have time to supervise the child's play, to see how he acts with other children. He has little time to visit the school and observe how the child is adjusting himself to a new environment. Nor does he have time to read books and attend lectures on child psychology. So the mother should talk over with him her own reading and experiences, so that they both may be better prepared to cope with situations as they arise.

As the mother helps the father to understand the child from the angle of her daily experiences, so the father can help the mother in the relationship with the child. He can help her work out problems by giving open-minded and constructive criticism about her attitudes. For no matter how academically trained or scientifically minded a woman may be, her attitude toward her children is bound to be different from that of the father. She may have interests outside of the home, she may be well versed in child psychology, but if she is a real woman she has to fight being possessive with her children. It is almost impossible for her to be impartial when a problem arises which concerns them. She lacks perspective; she lives too close to them. The father should realize

this, know that a mother's possessiveness may dwarf a child's growth unless balanced by a more casual attitude. So the father should guide this attitude in order to help his children to be self-reliant, and well-balanced.

Psychiatrists say that an emotional security must be fostered in a child from the time he is born in order that he may make a good adjustment later in life. To give this sense of security to the child, parents must let him know that he is loved and wanted. Children need to feel this continually. Often the father thinks that it isn't fitting for him to show any demonstration of affection to his children after they pass babyhood, especially if they are boys. This is an unfortunate attitude, as children are literal-minded little creatures. They need a concrete example of their father's love; it gives them an assurance of well-being and confidence. The father does not need to air these tender moments in public, as this may embarrass the child. But he should never lose an opportunity of showing the child that he loves him.

OFTEN a father feels that in bringing up children there are certain things that he should manage, and certain others that the mother should manage. Disciplinary problems are usually delegated to the father and sex problems to the mother. This is unfortunate. If the father is unprepared to answer questions on sex and appears embarrassed when the child talks about it, the embarrassment becomes contagious. For the first time, the child becomes self-conscious in his father's presence. The child senses that this is something that he cannot talk about with his father. So by refusing to help his child in his sex education the father destroys one of the fundamental steps in preparing a child for adolescence.

The sense of security is impaired when disciplinary problems are left entirely to the father. When the child is threatened with, "Wait until your father gets home and he'll attend to this," he no longer looks forward to the arrival of Dad with anticipation. To be greeted at night with Dad's stern face, and to know that mother has told him the unhappy things before he can tell him the happy things that have occurred during the day, brings about a strained relationship between them. Confidences no longer tumble out. The child feels at a disadvantage. If he could have only told Dad all the good and bad things at the same time. He was naughty, he knows he was, but he was good too. And so another chance of developing the child's character is lost. Through-

(Continued on page 156)

"Release Therapy" in Young Children

By DAVID M. LEVY

This paper is another in a series of articles independent of the central topic of the issue which CHILD STUDY publishes occasionally. It was read before the Child Guidance session of the 50th Anniversary Conference and Institute of the Child Study Association, November 17, 1938.*

SINCE the time allowed for this paper is too limited for a needed introduction to the method to be described, I shall state simply that before the employment of this or any other psychotherapeutic method with children a proper history of the case has been taken and all necessary examinations, including physical and psychological studies, have been completed. When the form of treatment named "release therapy" or "abreaction therapy" is selected, it is assumed that the child is the primary consideration in a therapy limited entirely to procedures in the office. The mother is seen whenever she wishes. She is not excluded in any sense from contact with the psychiatrist. It is implied merely that the problem presented by the child can be treated in a relatively short period of time without relation to the family situation; since, as an exclusive therapy, it is used especially in cases in which the problems are primarily of the child and not of the mother or other members of the family. What proportion of children can be treated by this method is still to be determined. The more that can be included, the better, since results appear to be satisfactory and are accomplished in a relatively short period of time.

By release therapy of young children is meant a psychotherapy in which the primary concern of the therapist is to create or facilitate the creation of situations by the use of play methods in which the anxieties of the child are given expression. Though abreaction, the psychoanalytic term for this procedure, is part and parcel of psychoanalysis, and most varieties of psychotherapy, the reason for this special name is because of a limitation practically to that procedure. Two forms of this type of therapy can be differentiated. One may be called a specific release therapy, since it relies on various forms of restoring the situation out of which the anxiety and its accom-

panying symptoms arose. The other form, general release therapy, is utilized typically when symptoms have arisen in the child because of excessive demands or prohibitions made upon it at too early an age.

Brevity requires limiting illustration of the essential features of the method to but two cases. Before doing so, it is important to state that no method of treatment is better than the results it produces. No matter how logical or how beautifully formulated any psychotherapy may be, the test of its value is in the results it achieves. Follow-up studies are therefore an essential function of treatment, for the purpose of determining the results, as also the dynamics of the therapy.

As an example of specific release therapy, I am selecting a boy age two years and two months. He was referred because of difficulties of about one week's duration, namely, stammering and a general fearful attitude. He looked as though at any moment he might be scolded or hit. His speech had developed rapidly from the age of 15 months. He had a larger vocabulary than usual, and up to the onset of his difficulty there had been no speech abnormalities. The difficulty was related to an event which took place in the nursery school. A boy hit him, slapping and scratching him, on two occasions, the first occasion a week, and the second a day before the stammering began. This was the child's first experience of this type. He appeared "indifferent" and did not hit back.

It is unusual to have a child referred for treatment whose difficulties are of such recent onset. I was interested in seeing how quickly the child could overcome the anxieties aroused by this situation. The therapeutic device was simply to restore the situation in which the patient was attacked, releasing the anxiety that was occasioned by it, repeating it to the point where the fears could be discharged in aggression—in other words, to enable the child to complete an act which had been blocked presumably by fear.

* Reprinted from the August, 1938, issue of *PSYCHIATRY, Journal of the Biology and the Pathology of Interpersonal Relations*.

There were four sessions in all. In the first he entered the playroom very readily. He showed no overt overattachment to the nurse who brought him. I showed him the play cabinets. He busied himself with various toys. His activity at first was quiet, busy, handling and looking at various objects. Later he began to name the objects he was playing with. I showed him some clay, which he manipulated, though with some caution. In general, the first session was devoted chiefly to a developing familiarity with the playroom. In the second session, after his spontaneous play, he brought a big piece of clay to me and said, "Break it." I broke it into little bits, as I had done for him in the first session. He heaped them all on top of a doll and then said, "'Nuf. 'Nuf. Play train." I opened some drawers and he picked out a train. I resumed taking notes. He ran the train on my pad of paper. I said, "I'll play with you." He said, "Play with me." He continued to play with the clay. He put some between my lips. I did the same to him. At first he refused. Later he did it himself. While playing in this manner, I asked him what the boy at school did to him. He answered by making a slapping movement at his cheek. I asked, "Where else did he hit you?" He then made a slapping movement at the other cheek. I took two dolls and tried to reproduce the situation, saying, "This one is Paul (using his name) and this is the one who hit you," butting the head of one doll into each cheek of the other. Paul said, "Here, too," pointing to the head, which I then also hit. I said, "Now what does Paul do?" He made a move to hit the doll, stopped, and then went to the door and said, "I want to see Nelly." Nelly is the name of his nurse. He could not open the door and cried. I distracted him by filling a mouse with water, etc. He got interested and played until the end of the hour. Judging by his expression in the play with the dolls, there was no anxiety until he made a move to hit. I have left out numerous details, since my purpose is to illustrate the essential point of reproducing the situation out of which, presumably, the difficulty came. Therapeutic skill was involved in gauging the time of the introduction and, if you wish, the amount of dilution of the experience in order not to exceed the child's point of tolerance.

In the third interview, after about thirty minutes' play in which certain bits of aggression were given expression, the play of the dolls was repeated. At the moment when the slapping movement had been previously inhibited, he now hit the other doll hard, threw it on the floor and stepped on it. Then he said,

"Nelly," turned to the door but made no further movement in that direction. He continued playing with clay and then with water at the sink, throwing objects down and finally trying to squirt me. The next session consisted of freer activity along the same lines. It was after the third session that the mother reported that the stammering and the fearful attitude were no longer in evidence. The therapy consisted in helping the child overcome anxiety aroused by the situation in very quick order. It probably facilitated what the child would have done for himself. It is prophylactic in the sense that it made sure of this process. For follow-up studies the child was seen on two occasions, a year and two years following the treatment. The stammering had not returned. Information from the mother, the father, the nurse and the school indicates a normal, healthy development. In general, the experience with specific release therapy applied to symptoms arising out of a definitely known traumatic episode is quite gratifying.

AS AN example of general release therapy I am selecting a girl age two years and three months, the younger of two children, referred because of severe temper tantrums, lack of demonstrable affection for the parents or the four-year-old brother, general negativism, sulkiness and tenseness. The tempers were of the normal variety, that is, they consisted of lying on the floor, kicking and screaming. When allowed to pursue their own course they would last about two hours. The child was an "easy" baby until twelve months of age, when bowel training was instituted. There was a battle every time she was put on the pot. Bowel control was established within a few months, bladder control by twenty-five months. A history of the case revealed that the difficulty was related to an intelligent but severe disciplinary nurse. In the early interviews the child showed difficulty in handling the clay. Her general resistive behavior also made it appear that a general release method was worth trying. She was seen on ten occasions. In her case, a follow-up investigation was made by letters and telephone yearly for four years. There was an added advantage in that the mother recorded her observations of the child's behavior after each interview. Since the mother was not told what had occurred, they were especially valuable in studying changes in behavior in immediate response to the therapeutic process.

In the first session she refused to come in alone, holding onto the mother's skirt. I asked the mother

to come in with her. I put various toys on the floor. She made a few forward movements, walking a step toward them, then retreating, still holding the mother's skirt tightly. I took a gun and shot at some clay figures and then said, "Who shall I shoot?" She pointed to her mother, at whom I shot, and then at me. After this she left her mother to play with the toys, sitting down near them. As I came closer she hid under a chair. I passed toys to her while she remained there. She would push each one away. After six such attempts she came out from under the chair, walked to her mother and stood close behind her, though not holding onto her skirt. I threw various objects down on the floor and she laughed. In the interview I tried to overcome her refusal to enter into the play. It seemed to be due to negativism rather than to fear of a stranger. I hoped to release her own destructive behavior by preceding it with my own performance.

The second interview continued essentially as the first. For ten minutes she stood near the mother but showed interest in my activities. At one point she said she wanted to go to the toilet. The mother took her along; when she returned I beckoned the mother to leave, meanwhile placing some clay in the child's hand. The mother left. The child played with the clay, forming it into "babies," but each time after making a baby she would lift up her finger to have me flick off the clay. This latter became a kind of game. She looked into various toy drawers and took out material freely. Before leaving she put each toy back in the drawer from which she took it.

In the third session she refused to come in alone. With the mother present she played with clay material as previously. At a certain point I beckoned the mother to leave. The child continued her play and then began to collect material from the various drawers of toys. She still handled the clay gingerly, not shaping it easily with her hands but holding it with the tips of her fingers, and holding her fingers to be wiped before touching the clay again. It was a careful, light-holding and manipulating activity. Again she put each toy back in its drawer before leaving. In this interview there was laughter and generally easier play activity. In the several sessions following she had some clay babies sit on potties, others stand near them, depicting a recent experience in which she tried to urinate standing up like her brother. This she verbalized quite freely.

In the fifth interview, for the first time she shaped clay freely and put pieces of it in a dish. Presumably they were meant to represent a bowel movement,

though when I asked her what it was she looked up at me, smiled, but gave no answer. The day following this interview she soiled herself. When the mother asked her why she did it, she said, "I like it." The soiling became frequent, several times daily. I told the mother to allow the child to indulge in it and not to discipline her for a while. After soiling herself she would sit that way for over an hour and then she wanted to be cleaned. In the eighth interview there was an increase in destructive behavior, tearing paper off crayons, pulling her clay babies apart, throwing them about the room, and the like. The day following this session at home she smeared herself with her own feces. On that day the mother telephoned to me in despair and I advised her to use what methods she wished to overcome the soiling. The period of regression to soiling had so far lasted fifteen days. The mother went to the child after the telephone conversation with me and told her that she didn't like little girls who soiled themselves, that other children didn't like it, that if she wanted to play with other children she would have to be clean. The child said she wanted to get clean. It stopped that day and has not recurred since. The mother observed that the child had a wonderful time that way, was perfectly content, "loved it," and would grin at you when you looked at her. It is interesting that the ninth session, which followed by a week the establishment of her bowel control, was featured by smearing of clay, picking some up and putting it into her mouth, licking her lips and putting it back on the floor.

CHANGES in behavior were noted after the third interview, consisting of "sudden and unusual display of affection" which would come and go. There was a decided lessening of negativism, more affirmative answers, freer play with other children, and generally less tension and disobedience. This seemed to go hand in hand with changes occurring in the office, consisting of lessened anxiety about destructive tendencies, about dirt and about orderliness. The general change was described by the mother in the form of "a gayer and lighter child." The play method presumably enabled the resolution of anxiety engendered by a discipline that was stamped in too soon or too severely, or both. The release of the repressed infantile tendencies, a kind of therapeutic regression, made the new modifications more tolerable. The word "release" seems especially applicable. The child blossomed when "released" from constricting influ-

(Continued on page 154)

Parents' Questions

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

Do you think it fair to expect a man to share in the routine tasks of baby care and housework when his wife holds a full-time job? I have an excellent maid who manages baby and house while I am at the office, but at night after she goes home and in the morning before she arrives there are many things to be done. My husband and I have shared these responsibilities equally and he seems quite willing to do so, but the horrified reaction of many of his friends worries me. Is this the sort of thing which "destroys a man's self-respect" or "keeps him from making good on his own job," to quote a few of the typical remarks?

It is hard to answer your question without knowing more about you and your husband. Actually, the results of this arrangement—as judged in terms of your relationship to each other and its long-time effects, will depend on how both of you really feel about the situation, not on how you think you *ought* to feel. The present plan seems fair as a temporary expedient if your husband is really willing to do his part, and not merely reacting to direct or subtle pressure from you. If he can perform household tasks without feeling himself somewhat less as a man, if he does not inwardly resent the part he is playing, it is likely to be a rewarding experience for both of you. It is true, however, that many men would feel imposed upon or henpecked or hampered in their other work, under such circumstances, and I doubt the wisdom of trying to override such feelings on a basis of theoretical fair-play. You must face the fact that there is a good deal more involved than a simple division of labor between two equally busy people. As our society is constituted today, it is almost impossible for a man and a woman to continue to share home and outside responsibilities equally, and at the same time to raise a family. There will be many home emergencies which are bound to interfere with the demands of a job, and vice versa. One of you will eventually have to take the major responsibility for earning, the other for the care of home and children. And considering both economic and psychological realities, the traditional division will probably work best. You will probably have to accept the

fact that your husband will be the major breadwinner and that your job will be secondary to home demands in case of a conflict.

The present situation and future decisions will have to be worked out on the basis of these underlying realities, and your personal attitudes and respective capacities.

Have fathers a right to use the whole of their precious Sundays for their own pleasure and relaxation? My small son's teacher seems to take for granted that I am going to spend my Sundays being a trip-conductor or amusement purveyor for my six-year-old. I, on the other hand, consider Sunday my day to sleep late, play golf, and generally do as I please. Am I being unwarrantably selfish? Shouldn't a fairly resourceful six-year-old be able to get along on Sundays without preempting his father?

Yes, he can probably get along without you, and will be likely to do so more and more as he grows older, if that is what you wish. What his teacher probably thinks is that a father is something very precious to a six-year-old, and that things-done-together take on a special significance for both of them. It doesn't matter so much what these things are; even going to a movie together, if that is the best that offers, will give the boy a sense of sharing an experience with you. If you live in a small town or suburb there are often odd jobs to be done about the house or garden on Sundays—the car to be washed, storm doors to be taken out or screen windows to be put in, and countless other things which are fun to a six-year-old. Invite him to help you in any such tasks. What he really wants is a bit of your company. Your masculine way of doing things and looking at things is pleasantly different from the feminine way he is used to all during the week. Sundays thus become high spots.

This need not mean that you surrender all right to your own Sunday leisure and fun. But it does mean a bit of planning. Golf in the morning might leave a few hours in the afternoon for some adventure with your boy, even if it is only a drive, a walk, a visit to

Grandma, a game, or a movie seen together. Or if you find one Sunday is totally preempted by other things, what about some planned fun together for *next* Sunday? (Are Saturday afternoons altogether out?)

Many fathers feel a sudden desire to "know their boys better" when the boys reach adolescence, and seem to be growing away from them. The father who has come to know his boy intimately through shared experiences over many years will have confidence in the boy's growing independence at adolescence, and will not need to make frantic and futile efforts, then, to be his "pal." He will instead be truly the boy's trusted guide and counsellor—an enviable rôle. I think you will find some sacrifice of time and effort well rewarded in terms both of a present growing enjoyment of your son, and of your whole future relationship.

It is all very well for me to get knowledge and insight into child development, but very difficult for me to put my knowledge into practice because my husband just doesn't understand and actually pooh-poohs some of the things I do. He will not even read the authorities on which I base my practices. What can be done with fathers?

Fathers (like mothers) have come out of a variety of childhood experiences and can only be understood in relation to them. The father has accepted the responsibility of caring financially for the members of his household and feels perhaps that he has done his share in that way. He looks to his family for appreciation and release from the pressure and conflict of his work in the world. He looks to his wife for comfort and peace. He wants to enjoy his children when he is with them, not to discipline them or suffer from what he feels is incompetence on his wife's part if the children do not behave in ways that are satisfying to him. In part, surely, he has a right to expect these things, and will be more likely to respect your way of managing if he is satisfied as a husband.

If he actually pooh-poohs, as you say, some of your practices with your children, it may be well for you to study more closely your relationship with him. What are his interests outside of business and home; do you share them? What is there in his personality make-up that you don't like? Do you see some of these patterns in your child, and are you perhaps embarked on correction of the father's faults via the

child? Are you quite certain that your ways are always best? Do you really give him a fair chance? Try this experiment: Accept the next pooh-pooch without rancor and at the first serene opportunity discuss the situation with your husband. Tell him why you demanded this or that or proceeded as you did, ask his counsel as to how he would have proceeded, and why. Perhaps it may be better to consult him on some problem in your child's behavior before you go into action about it. You are steeped in the twenty-four-hour care and management of the children. Father comes to home problems with a fresh point of view (though he may have wrestled with other problems all day long). He may bring an objectivity to your concerns which can be truly helpful. Let him feel that you are interested in his views and that you value his judgment. It is only on this basis that you can ever hope to interest him in the details of child management.

My daughter, aged twelve, is decidedly of the demonstrative type, and always has been. My husband and I have always taken it for granted and responded in kind. Now that she is so large and physically mature, I find I feel somewhat differently about her sitting on her father's lap, patting his face, begging him to kiss her and obviously wanting him to play with her in a manner involving a lot of physical contact. Am I foolish to be disturbed?

I believe your feelings are probably sound. But the situation is one which can be better managed by your husband than by you. Even before puberty a little girl must learn, without being told directly, that while she can always look to her parents for warm, affectionate and friendly relations, she may not expect an exclusive or a physically intimate relation with them. Adults are often unwilling to see anything sexual in children's behavior, so that they ridicule the idea, instead of accepting the realities and their own part in meeting them. We do not imply that there is anything abnormal in your daughter's behavior—quite the contrary. While it should not be directly rebuffed, it must be discouraged by her father and diverted into other kinds of activity—playing games together, making things, reading, going places, and anything else which leads to work or pleasures shared. It is most important for children of both sexes to discover that certain intimacies which they come to realize are usual between grown-ups will have to be reserved for a future date, presumably for a future mate.

Suggestions for Study: The Forgotten Father

TOPICAL OUTLINE

1. ABSENTEE FATHERS

Their business no longer conducted from home or nearby shop; Father's work often incomprehensible to children; absence of opportunities for growing children to work with Father; special problems of the suburban community—its artificiality, absence of industry.

2. THE TIRED BUSINESS MAN

What is the father entitled to in his leisure hours—from his wife?—from his children? What are his obligations to his children? To what extent are they the mother's special job?—to what extent his job? Management of disciplinary problems.

3. ROLE OF THE FATHER IN THE PERSONALITY DEVELOPMENT OF HIS CHILDREN

In young children? In school age children? In adolescents? Differences between the father's and mother's contribution to family life. Values of each. The boy's need of his father; the girl's need of her father. The development of masculinity and femininity. Fathers and sex education.

4. WHERE THERE'S A WILL THERE'S A WAY

Adjusting time schedules to include father. Sacrifices necessary but worth while. Management of Sundays and holidays; working and playing together; parties for adults and children together. Things to do together in cities, in the country, on vacations.

QUESTIONS FOR DISCUSSION

1. The R family's business is conducted many miles from their home so that Mr. R. has only time to say good-night to his children when he gets home in the evening. Sundays he wants to sleep or rest most of the morning and in the afternoon see his friends, play golf or just be lazy. He feels that business is his contribution to the family and that his wife's specialty should be the children. He is fond of them but holds her mainly responsible for managing them successfully. In what respects do you regard his position as sound? As unsound? What are the effects on the children?

2. Mrs. B. "wears the pants" in the family. Mr. B. is a kindly, somewhat ineffectual man who spends a good deal of time with his children of whom he is very fond. The children, however, have fallen into the way of going to their mother about all important matters and seem to regard their father as of no great importance. What effect is this type of father likely

to have on the personality development of his daughters? Of his sons?

3. There are those who claim that America is a woman-dominated society. What evidence is there in support of this view? If true, what are the possible effects on (a) family life (b) on culture in general (c) on the happiness of men and women?

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- THE AUTOBIOGRAPHY OF LINCOLN STEFFENS**.....1931
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- Part I—A Boy on Horseback, pp. 3-166

Child Study Association of America announces the publication of the following pamphlets:

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Science Contributes

WHAT EVERY MOTHER SHOULD KNOW ABOUT VITAMINS

By MARTIN G. VORHAUS, M.D.

"I AM the mother of three healthy, rapidly growing children, Doctor," a patient of mine said to me recently. "What should I know about vitamins?" It is in response to that and many similar inquiries that this article has been prepared.

Vitamins were known by their effects long before Funk coined the name in 1914. He thought that all these apparently mysterious substances so vital to health contained nitrogen in an "amine" combination. Therefore, he manufactured the name from vitamin. Modern research has shown that some vitamins do not contain nitrogen in any form, but the name has remained and is now being popularized by drug firms anxious to increase the sale of their products—and make some money.

Do children need vitamins? Of course they do, just as much as they need food. Vitamins are present in foods and in adequate amounts for most needs. The variations in the amount of vitamins that a given child receives depend upon two main factors: (1) whether the child eats a normal variety of foods in sufficient quantity, and (2) whether the foods are offered to the child with or without their normal vitamin content. For example, every mother knows that the young infant must begin to take orange juice early in life. So imagine the surprise of a young mother who, when she brought her ailing child of nine months to the clinic, was told that the illness was scurvy, due to inadequate vitamin C (present in orange juice). The mother protested—"Why, I have given my baby the juice of one or two oranges every day since he was three months old." In a few minutes the mystery was solved. The overzealous mother had taken it for granted that if fresh milk had to be boiled before it was safe to give to her baby, the same held true for fresh orange juice. So she boiled her orange juice, and the child drank it after most of its beneficial vitamins had been destroyed.

FORTUNATELY, cooking destroys only some of the vitamins, not all of them. Modern trends in food habits have reduced our vitamin intake in other ways. Compare these two cases. The midafternoon feeding of a six-year-old child a century ago was a slice of home-baked bread, made out of whole wheat, on

which was spread crude molasses. Today the same child is likely to get a slice of white bread with jam. The modern child's diet has the same food value in calories, but it contains only a small fraction of the vitamins which the child of a century ago received. The flour mill which refined the whole wheat to white flour and the sugar refinery which changed the molasses to white sugar took away a large part of the valuable vitamins.

With these examples in mind, the mother can review her child's diet. If it contains milk, eggs, butter, fresh fruits, vegetables, and meat, that is a satisfactory starting point. The next question is the grains (cereals and bread stuffs). If only refined forms of cereals are used, then the vitamin B and G content may be too low. It is better to use the coarser cereals and bread made of the darker flours.

The amount of each food eaten will influence the vitamin intake. A child with poor eating habits who refuses to eat a large variety of foods may be a candidate for a vitamin deficiency state. And so we come to an important differentiation in the discussion: What should a mother who has a healthy normal child know about vitamins? And what vitamin information is necessary for the care of an ill or unusual child?

The healthy child requires very little else than a normal diet. The one exception is vitamin D—the so-called sunshine vitamin. It has been named the sunshine vitamin for a very good reason. If a child is exposed to sunlight when undressed there is a continuous production of vitamin D in the skin which is absorbed into the body. Ordinary window glass will keep out the important sun rays which do this work. Also, the winter sun has a much smaller amount of active rays than the summer sun, and furthermore the dust and smoke that are present in the air, particularly in the city, may reduce the amount of active rays which reach us.

For these reasons vitamin D should be taken in addition to a normal diet from infancy up to about the twelfth year of life. In the first few years it may be given continuously, but after the fourth year it is usually adequate to give a New York City child vitamin D from October to May. The best source

of vitamin D is the oil from fresh fish liver (cod or halibut). The amount necessary depends on the preparation used and on the age of the child. These general rules may be modified by the family doctor under special conditions.

The mother of a child who is ill or who has unusual food habits has, in a way, a simpler problem. She must go to her doctor and not try to solve the dietary needs of her child herself. This is especially true of those children who are allergic and are therefore deprived of certain foods. In these cases it is often necessary to add vitamins to the diet.

Multiple vitamin mixtures (the so-called A, B, and D or other capsules) vary markedly in strength and value. They are not to be given according to mother's ideas but only when suggested by the medical adviser. Fortunately, the only harm likely to come from these products is to the family purse.

The question usually asked about this point runs something like this—"Is all this vitamin talk and publicity just for the purpose of increasing sales and is it all hokum?" Well, the answer is, of course, NO. Much of what you read is authentic and based on accurate scientific data. But the advertising manager in charge of sales for "Blank & Blank Company," is presenting it to you in a way that is designed to make you feel like a neglectful mother if you don't stop at the next drug store and buy 89 cents worth of his product.

An excellent illustration of this point is the relation of vitamin B₁ to appetite. Whenever an experimental animal, such as a dog, is placed on a diet deficient in this vitamin, the appetite of this animal promptly diminishes and in the course of a short time the animal will refuse to eat. Then if the pure vitamin B₁ is added to his food or given as medicine either by mouth or by injection, the appetite promptly returns. This experimental fact has been played up by the sellers of vitamin products and has seemed like a heaven-sent message to many a troubled mother. But, unfortunately, it doesn't solve her problem. Not that it isn't true that children have a similar response to the same experiment as a dog would, for actually there is remarkably little species difference in feeding experiments between us and many animals. The answer to the riddle is that the child's loss of appetite, nine or more times out of ten, has nothing to do with a lack of vitamins. How can a mother expect that her child's loss of appetite, which may be caused by some emotional upset, or be the first sign of some physical disturbance, will disappear by taking expensive vitamin tablets?

Modern medical research in the vitamin field has placed in the hands of the doctor pure and extremely potent agents in the treatment of disease. With these new vitamin products a quick and complete cure of a vitamin deficiency state can be effected. But keep in mind that the greatest efficacy of these recent improvements is in the treatment of disease caused by a lack of these very vitamins which the doctor is replacing. There is some evidence accumulating that one or more of the vitamins may have other useful purposes but that remains for the future to prove.

The biochemists have extracted certain of the vitamins from foods and studied them so well that many can be now reproduced artificially. These synthetic vitamins seem to be identical to the natural ones. But there is more to this question. As was stated before, orange juice will cure scurvy; so will synthetic vitamin C; but there is considerable evidence that orange juice contains other desirable substances, and possibly one or more vitamins besides vitamin C. Furthermore, foods contain mixtures of vitamins in natural combinations which are protected from destruction in part by "buffer" substances. These substances are able to protect the vitamins from destruction by either acids or alkalis. Because of this double action, they are spoken of as "buffer" substances. In food mixtures the body will select what vitamins it needs and in amounts necessary to produce the normal degree of saturation. Neither the mother nor the doctor can devise a better mixture of vitamins than is made by nature and offered to us in food—nor for that matter can we buy our vitamins as economically any other way.

From these facts it appears that the best place for the mother to settle her vitamin problems for her household is not in the drug store but in the kitchen and at the dinner table. If, after that, help is needed, it is available in frank and intelligent advice from the family doctor, not colored and played up by a high pressure advertising campaign.

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Book Reviews

Personality in Formation and Action. By William Healy, M.D. W. W. Norton & Co., 1938. 197 pp.

This book is scholarly and thought-provoking. Its four chapters, delivered in 1938 as the Salmon Memorial lectures, discuss many questions of great significance. What is personality? What influences shape it? How far can it be modified? Directing his inquiry at these focal points, Dr. Healy illuminates his position with many cases from his own rich experience as a psychiatrist. Possibly the first fifty pages which orient the discussion to philosophy and biology are not as rewarding for parents as those which follow. But since "the personality is ever in the making from the instant the fertilized ovum enters upon its life's adventures," one can hardly afford to miss this opening discussion of the physical bases of personality, whether personality types exist, and whether "constitution" is entirely determined by heredity.

An interesting case study presents the story of a particularly successful young man who cooperated with Dr. Healy through more than one hundred analytic sessions in the search for an answer to this question: "How come I'm the only fellow in our town who has forged ahead to professional standing when others would have obtained better ratings on mental tests?"

The book throws much light on various conceptions and misconceptions about personality. It points out, as did the author's *New Light on Delinquency and Its Treatment*, that the child's sense of being loved or rejected in his earliest relationships in the family plays a critical rôle in determining the kind of person he becomes. Thwarting of the child's fundamental desires for security, response and recognition produces many of the distortions to be found in later personality development.

IRMA HEWLETT

The Inner World of Man. By Frances G. Wickes. Farrar and Rinehart, 1938. 313 pp.

Miss Wickes is the author of that outstanding book, "The Inner World of Childhood." In this new book she explores the Inner World of Man. It is a résumé of Jung's principles and technique, with

specific case histories, including written and painted material by the analyzed patients.

Miss Wickes has performed admirably the task she has set herself: to put into words for the layman such concepts as image-formation, the *anima*, the shadow, archetypes, the four functions, and so on. The case histories make clear by implication the fact that the Jungian does a great deal of educating along the lines of his particular cosmology, that he seeks to coordinate the conscious, the personal unconscious, and the collective unconscious in each person. Another thing she makes admirably clear is that intellectual understanding without real emotional acceptance is utterly valueless in an analysis.

Nevertheless the reader has been accompanied, even as she nodded her head in agreement, by a nagging sense of dissatisfaction. It arises, not from any disagreement with the fundamental aims of the Jungian—complete integration. But the persistent anthropomorphism and the overlapping of images make for bewilderment rather than clarity. The question constantly arises, how much of this imagery is truly of the person analyzed, and how much of it is imposed by the analyst?

Miss Wickes herself says that in trying to define the *animus* and the *anima* she is attempting to put the ineffable into words. The *animus* seemed slightly more defined, but the *anima* seems to shift in meaning with every case she cites. The same is true of the shadow. But evidently the system works, for all the cases seem to end with a successful integration.

"The Inner World of Man" is commended to the reader who has a background of familiarity with both Jungian and Freudian psychology. I think he will come away from it with something of my own conclusion, that all roads lead to Rome if you have a wise analyst, be he Jungian or Freudian. It is the person, not the system, which finally counts.

RUTH LANGNER

Progressive Education at the Crossroads. By Boyd H. Bode. Newson & Co., 1938. 128 pp.

It is difficult to be restrained in one's enthusiasm for this little book in which the author has said so clearly and convincingly the things that this reviewer has felt strongly. In a mere one hundred

and twenty-two pages we find a clear analysis of the foundations and trends of so-called progressive education and go back of the phrases that have tended to become catch words. For instance, we are told that: "Unless it is made clear, however, in what way doing is related to learning, there is every likelihood that doing will be mistaken for learning and that the ends of education will thus once again meet with frustration."

That the movement has great promise, we are made to feel, but that the lack of "an effective social ideal has led it into by-ways and blind alleys" is also clear.

In the chapter on Interest we are told that "the doctrine of interest . . . may be construed to mean either that every activity must be motivated by immediate interest or that every activity must have a recognized bearing on a way of life which the individual accepts as his own." Again: "It would hardly be an exaggeration to say that the purpose of sound education is precisely to emancipate the pupil from dependence on immediate interests."

There are chapters on the Concept of Needs; Education as Growth; Teach the Child, Not the Subject; Education as Social, and in each there is the same clarity of thought. Throughout there runs a plea for the development of an individual able to think for himself, to weigh and evaluate, to respect himself and others, one who understands democracy and is capable of helping to produce it. Only through genuine progressive education, guided by a purpose and philosophy of life, can democracy function.

ELEANOR DEMING

Mental Health Through Education. By W. Carson Ryan. *The Commonwealth Fund*, 1938. 315 pp.

After investigating schools throughout the country under a grant from the Commonwealth Fund, Dr. Ryan feels that our current education is sadly lacking when tested by the principles of mental hygiene. The present situation is encouraging only in contrast to that of twenty years ago. There are, however, some signs of progress, especially in the program of education for young children. Special services, such as guidance clinics, counsellors and visiting teachers, are helpful, Dr. Ryan finds, but not in themselves enough. Too often they exercise little influence on the general school policy. The primary need is for teachers of healthy personality, trained to understand children and the conditions which make for mental health.

There's No Place Like Home. By James Lee Ellenwood. *Charles Scribner's Sons*, 1938. 234 pp.

Humor, tolerance, and a capacity to sense the feelings of others go a long way in the art of family living. Mr. Ellenwood, the father of four adolescent children, seems to possess these qualities in full measure. He writes about families in general and his own in particular, offering helpful advice in amusing and thoroughly readable form. *Fathers Have a Past; Mothers Are People Too; What Must We Do with Grandma?; Are You a Dictator?; How Good Is Your Parental Advice?*—such chapter headings suggest the tone and content of the book. It is refreshingly simple and friendly, and permeated by a fine attitude toward human relationships which may well be contagious.

Children's Play—Indoors and Out. By Elizabeth Boettiger. *E. P. Dutton*, 1938. 189 pp.

In planning for the play needs of their young children parents can turn to this book for sound and clear advice. There is a wealth of practical detail, including instructions for building home-made toys and standard nursery school equipment. But even more important than the description of materials is the discussion of the rôle of the parent in the play program. When is adult help or criticism or participation needed; when is it merely a hindrance to the child's development? It is here perhaps that parents will find that the book has most to offer.

Do Adolescents Need Parents? By Katherine W. Taylor, for the *Commission on Human Relations*. *D. Appleton Century Co.*, 1938. 345 pp.

Of course adolescents need parental guidance but how can it be made acceptable? Why do parents and adolescents find each other so baffling and how can they get together? With what problems do young people honestly want help? Here are some of the answers in a pleasantly informal and human book which parents will find helpful and suggestive, if not always profound. One might wish for a more critical analysis of the opinions of young people, apparently accepted here at face value, and for a more careful appraisal of findings quoted from former surveys. A more realistic picture of present economic conditions would improve the discussion of vocational choice. Except at this point the book approaches the problems of modern youth with genuine frankness and realism, and this is perhaps its greatest contribution.

Radio Programs for Children

BEGINNING in this issue of *CHILD STUDY*, the Radio Committee of the Child Study Association will sponsor a department of notes and comment on current radio programs. Allowing for wide variations in individual taste and preferences, it will not attempt to select or recommend a "list" of programs, but will seek to evaluate those programs which are available and to develop criteria which may be applied to others in this rapidly changing field.

The Radio Committee has for a number of years concerned itself with a study of many aspects of the problem of radio programs, both for parent education and for children's entertainment and education. It is hoped that this Committee will have the facilities in the future to organize a number of listening groups, and to disseminate the findings of these groups, in both areas of interest—parents' and children's programs—through these columns.

This first group of reviews covers only sustaining programs on the larger chains, offered as sheer entertainment. Educational programs, commercially sponsored programs and others will be reviewed in future issues.

Let's Pretend—CBS—WABC. Mondays and Thursdays, 5:15-5:45 p.m., E.S.T.

Favorite fairy tales dramatized and charmingly presented by a cast of excellently trained child actors. The dramatizations adhere as faithfully as possible to the tradition and spirit of these familiar tales. If the effects are sometimes too threatening for highly sensitive children—as some fairy tales are apt to be—they are also softened by the "pretend" quality that pervades the presentation. The incidental music is delightfully suitable and childlike. A story complete in each program. For ages 8 to 12.

Our Barn—NBC—WJZ. Saturdays, 11:30-12:00 a.m., E.S.T.

A similar program of dramatized stories, drawing upon folk tales and myths for material. Lively, well acted and somewhat more realistic in its total effect than the *Let's Pretend* program, and pleasantly interspersed with music and sound effects. A story complete in each program. For ages 8 to 12.

Malcolm Claire—NBC—WEAF. Mondays, Wednesdays, Thursdays and Saturdays, 6:15-6:25 p.m., E.S.T.

Stories retold from a variety of sources—folk tales, as well as modern juvenile literature—selected with a view to interesting a wide age range. They are well selected and effectively told, and children will not be bothered, as adults are, by the story-teller's unfortunate errors of diction, pronunciation and grammar. Stories sometimes continued through two or three programs. For ages 6 to 10.

Renfrew of the Mounted—NBC—WJZ. Saturdays, 6:30-7:00 p.m., E.S.T.

Exciting episodes in which the hero—an Inspector of the Royal Canadian Mounted Police—always gets his man. It is apt to include a murder or two, but the atmosphere of the North Country and some good characterization make it better than the run-of-the-mill thriller. Complete episode in each program. For the robust only—10 to 14.

The March of Games—CBS—WABC. Wednesdays and Fridays, 5:30-5:45 p.m., E.S.T.

A jolly program which invites its audience to participate in games of information, tongue-twisters, and various other competitive amusements. It is somewhat educational but not too insistently so. The opportunity for children to participate in contests geared to their age is a welcome feature, and gives the program freshness and variety. For ages 7 to 12.

Irene Wicker's Musical Plays—NBC—WEAF. Sundays, 1:00-1:30 p.m., E.S.T.

Dramatic sketches based on the lives and work of famous musicians. Admirably keyed to the interests of children a bit older than those who enjoyed Miss Wicker's "Singing Lady" program, and retaining its freshness and vigor. It is to be hoped that a more suitable hour will be found for this program so that it will reach the wide audience it deserves. For ages 8 to 12, and not exclusively those who know music.

Chimney House—NBC—WEAF. Sundays, 11:15-11:30 a.m., E.S.T.

A motley gathering of favorite characters from juvenile literature in a mild and innocuous fantasy—adventure series for younger children. The serial carry-over seems questionable in a program presented once a week. For ages 6-10.

JOSETTE FRANK
for the Radio Committee

News and Notes

Child Health Day

"The health of the child is the power of the nation." This is the slogan for Child Health Day, May 1, to be celebrated under the auspices of the U. S. Children's Bureau. State and Provincial Health authorities will cooperate with the federal bureau in bringing to the attention of local communities the importance of proper food, rest, exercise, medical care, and protection against disease for all children, and in suggesting ways and means for informing parents and providing safeguards for all children. The particular emphasis for each community will be decided by the local group.

Chicago Youth Commission

Parents and leaders concerned with the problems of present-day youth will be interested in a unique community experiment which is flourishing in Chicago under the auspices of the Chicago Association for Child Study and Parent Education. Feeling that there was need for a pooling of effort and experience among the many groups working with young people and attempting education for family life, this Association called a meeting last year which was attended by representatives of agencies throughout the city. From this has sprung a permanent organization, the Youth Commission of the Chicago Association for Child Study and Parent Education, whose members are young people of from sixteen to twenty-five years of age—Negro and white, Catholic, Protestant and Jewish, representing seventeen different national groups and widely differing economic backgrounds.

The Youth Commission determines its own policies and arranges its own programs and activities in answer to the expressed needs of its members, but it has the support and counsel of the Chicago Association for Child Study and Parent Education which gives it meeting rooms, library facilities and expert advice. Activities include discussion groups under trained leaders—some of them joint meetings of parents and young people—and informal social activities such as sings, receptions, and folk dancing. An open house for Youth Newcomers from Germany was held in December, 1938. In general, this organization aims to "promote youth education for family living, foster wholesome and intelligent boy and girl relationships, and promote mutual understanding between parents and their older children."

Early Childhood Education

Education in School and Community is the theme of the 46th Annual Convention of the Association for Childhood Education, to be held in Atlanta, Georgia, during the week following Easter, April 10-14. General sessions will be supplemented by study classes under trained leadership, commercial exhibits of new equipment, and social events. For further information apply to the Association for Childhood Education, 1201 Sixteenth St., N. W., Washington, D. C.

The 1939 program of the Vassar College Institute of Euthenics is being planned in terms of three Conference Groups, each one of which will function as a workshop.

Conference Group I—*Development and Guidance*. This group is planned for parents, teachers, social workers, ministers, and administrators.

Conference Group II—*Conservation of Natural and Human Resources*—is planned primarily for teachers of the natural and social sciences in elementary and secondary schools and in colleges.

Conference Group III—*Conservation of Family Resources*. This group is planned primarily for younger college graduates, especially those who are married already or expect to be married shortly, and find themselves faced with the technical and human problems presented by home making, whether on a generous or a limited budget.

For further information write to Dr. Ruth Wheeler, Vassar College, Poughkeepsie, New York.

Radio in Parent Education

A report on "The Use of Radio in Parent Education" is being published this month by the Chicago University Press. The report by Sidonie Matsner Gruenberg is the result of a study conducted over a period of two years by the Child Study Association in cooperation with the National Council of Parent Education and the National Advisory Council on Radio in Education. It surveys the educational materials and methods now being offered to parents on the air by both commercial and non-commercial agencies. Analyzing the effectiveness of various types of education in use thus far, it points up the weak spots and the possibilities for extension to which further study should be directed.

In the Magazines

These Children's Programs! By Josette Frank. *Parents' Magazine*, February, 1939.

Radio has become an inescapable part of modern life—bringing into our homes both new problems and new values. Too often parents have attacked the problems involved with little thought for the positive values. We must understand what children like and why, what they seek and what they find in their listening experiences, before we can act constructively. On the basis of such understanding Miss Frank offers some practical suggestions for parents.

Sibling Rivalry in Primitive Groups. By David M. Levy, M.D. *American Journal of Orthopsychiatry*, January, 1939.

Recent studies of sibling rivalry among primitive children, using approximately the techniques employed by Dr. Levy in his study of children in our own culture, reveal the same essential patterns of jealousy, hostility, regression, self-punishment and guilt. Dr. Levy points out, however, that one must be familiar with the details of the culture to understand the meaning of some of the material. Interesting examples are cited from a study made in the Coban district of Guatemala by Dr. Levy and Miss Jeanette Mirsky, and from a similar experiment conducted by Dr. and Mrs. Jules Henry with children of the Pilaga Indians in the Argentine.

Recreation and Crime. By Henry S. Waldman. *Recreation*, January, 1939.

Prevention is the key to the crime problem. Organized public recreation can play a tremendous part in reducing and preventing crime. It is a public municipal function which can supplement the work of the schools. The cost need not be great. The city of Elizabeth, New Jersey, is cited as having one of the finest public recreation systems.

Discovering Earth and Sky. By Mary Kingman Davis. *Parents' Magazine*, January, 1939.

A brief article with some excellent suggestions for approaching religious education through the child's interest in nature.

What Are Schools For? By William G. Carr. *National Parent-Teacher*, January, 1939.

One of a series of articles based on "Purposes of Education in American Democracy," published by the Educational Policies Commission. It discusses four great educational purposes: self-realization, human relationships, economic efficiency, and civic responsibility.

Enuresis. A Study in Etiology. By Margaret W. Gerard, M.D. *American Journal of Orthopsychiatry*, January, 1939.

Reviews briefly the literature on enuresis and points out that it is not a clinical entity to which one can ascribe a single cause. Presents a study of seventy-two cases referred to a psychiatric service, distinguishing causes and treatment procedures. Physical causes and faulty training respectively accounted for certain cases, but a total of sixty-one presented definite neurotic patterns. These are discussed in some detail.

This Way to Creative Play. By Elinor Fitch Griffin. *Parents' Magazine*, January, 1939.

A detailed treatment of play for the pre-school child, noting the materials that give children most satisfaction and offering some valuable practical suggestions for managing their use in the home.

Youth on the Job. By Florence Whitfield Barton. *Parents' Magazine*, January, 1939.

How one community is trying to help young people get a chance at real work and training for life careers.

Learning to Choose Companions. By Annabelle Pollock. *National Parent-Teacher*, January, 1939.

An excellent article on friendship, addressed to mothers who are worried because their children do not make friends or select the wrong ones. It traces the ability to make friends back to the home and its relationships.

The Community Looks at Public Health. By W. W. Baur. *National Parent-Teacher*, January, 1939.

A review of what is being done in the field of public health which might serve as measuring rod for one's own community.

IMPORTANT McGRAW-HILL BOOKS

Clothing the Child

By FLORENCE E. YOUNG, District Home Supervisor, Farm Security Administration, Lincoln, Nebraska. *McGraw-Hill Home Economics Series.* 256 pages, 5½ x 8. \$2.25

In this helpful and interesting book the author deals with the psychological, physiological, aesthetic, and economic aspects of children's clothing, including their construction. Appendices contain detailed results of recent experiments relative to children's clothing.

The Adolescent

By ADA HART ARLITT, University of Cincinnati. *Whittlesey House Publication.* 242 pages, 5½ x 8. \$2.00

Dealing with children between the ages of twelve and twenty-one, this book outlines sensible, effective attitudes, approaches, and methods in guiding adolescent development and activities. The author gives a practical interpretation of research in the field, with frequent examples from individual case results.

Practice in Preschool Education

By RUTH UPDEGRAFF, HELEN C. DAWE, EVALINE E. FALES, BERNICE STORMES and MARY G. OLIVER, University of Iowa. *McGraw-Hill Series in Education.* 408 pages, 6 x 9. \$3.00

Organized on the basis of the child's development rather than on the school program, this book correlates descriptive illustration with educational theory in a straightforward treatment of the education of the child from two to five. The authors discuss principles and practice in fostering the child's health and safety, his intellectual growth, his emotional and social adjustments, and his aesthetic development.

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(Continued from page 143)

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Further theoretical implications of the method cannot be elaborated now. In general, the younger the child, the sooner can results be achieved. The need of the short psychotherapy is obviously clear enough. This paper is presented as a contribution to that end.

SEX EDUCATION: Facts and Attitudes

*Edited by the Child Study Association
of America. Reprinted 1937*

Problems and practices in sex education discussed by nine authorities from the fields of medicine, psychiatry, social science and parent education: Marion E. Kenworthy, M.D., Cécile Pilpel, Anna W. M. Wolf, Benjamin C. Gruenberg, Leonard Blumgart, M.D., George K. Pratt, M.D., Floyd Dell, and Edward L. Sapir. Covers parental attitudes, the guidance of children and the problems of young people.

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GROWING UP WITH FATHER

(Continued from page 140)

out the child's life this sense of security is wrapped up in his relationship with his father, as well as with his mother—in his father's attitudes toward him and others, in his father's fulfilled promises, in his father's understanding, and through the sharing of his father's experiences. Without this, the child is a square peg in a round hole.

The father who includes his child in his own experiences and who shares in his child's experiences, is better able to understand his child. As the child grows older he needs the comradeship of his father,

for through this closeness the child sees life from a different angle. He needs to meet his father's friends and to listen to grown-up talk, to absorb a sense of fair play, an impartiality, and a sense of humor. This helps the child to take new people and new situations in his stride, to meet them with assurance and understanding.

If the father carries a spirit of adventure into these experiences they will never become "a duty" to either of them. Friendship grows out of days spent together with enjoyment. There are many summer and winter sports which they can share. Mastering a sport helps a child to be self-confident and unself-conscious when he reaches adolescence. Camping and living in the open helps him to appreciate the simple things in life, and gives him a heritage of resourcefulness.

The father can help prepare his child for adolescence first, by living close to him from the time he is born; second, by submitting gracefully to a little hero worship; third, by sharing the problems of rearing the child with the mother; fourth, by giving the child a sense of security; and lastly, by sharing experiences with him. Through the absorption of his father's attitudes during all the early impressionable, formative years the child becomes a happier, more mature adolescent.

SCHOOL: A WOMAN'S WORLD

(Continued from page 138)

education, can help tremendously. (2) As education ceases to be a routine "hack" job, with an elephantine memory and a text book as its only professional requirement, more men will turn to it for a livelihood. Schools today are becoming active places; thinking is being encouraged, and thoughtful teachers are needed; experimental work is being encouraged, and daring teachers are needed; schools are leaving the classroom and finding educational experiences in life. There is now a real challenge in education which men can accept.

This is not to say that men hold a monopoly on courage and daring, flexibility and thoughtfulness. But historically women have entered the gainful occupations later in time, so that men, more established and more accepted in these fields, have had the chance to usurp the jobs of adventure. Perhaps if the new education can vitalize education—can make it a profession, in fact—men will again seek it out as a field of endeavor.